

GARRETT ACADEMY OF TECHNOLOGY

2731 Gordon Street
Charleston, South Carolina 29405

GRADES 9-12 High School

ENROLLMENT 838 Students

PRINCIPAL Patricia A. Edwards 843-745-7126

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	4	6	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Average	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	59.5	55.7	48.7	56.3	54.6	53.3
Passed 2 subtests	20.0	24.4	29.7	19.5	22.4	21.7
Passed 1 subtest	15.0	12.4	16.9	14.7	13.0	13.9
Passed no subtests	5.5	7.5	4.6	9.5	9.9	10.9

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	184	94.0	151	4.0	167	83.2
Gender						
Male	75	94.7	60	3.3	70	80.0
Female	109	93.6	91	4.4	97	85.6
Race or Ethnic Group						
African American	168	94.0	140	2.9	152	82.9
Hispanic	3	I/S	1	I/S	3	I/S
White	13	92.3	9	22.2	12	75.0
Other	N/A	N/A	1	I/S	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	8	12.5	10	0.0
Students without disabilities	184	94.0	143	3.5	157	88.5
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	8	100.0	151	4.0	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	184	94.0	151	4.0	167	83.2
Lunch Status						
Subsidized meals	116	94.0	107	1.9	110	90.0
Full-pay meals	67	94.0	44	9.1	57	70.2

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	4.0	5.1
Seniors who met the SAT requirement	4.0	5.2
Seniors who met the grade point average	76.2	39.9

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 838)				
Retention rate	N/A	N/A	10.1%	7.3%
Attendance rate	96.6%	Up from 96.5%	95.7%	95.5%
Eligible for gifted and talented	4.1%	Up from 2.9%	3.7%	5.1%
With disabilities other than speech	5.3%	Down from 6.3%	14.2%	12.2%
Older than usual for grade	24.3%	Up from 6.3%	14.4%	10.1%
Suspended or expelled	3.1%	Down from 4.2%	2.4%	2.3%
Enrolled in AP/IB programs	10.9%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	0.5%	Down from 1.2%	2.6%	2.7%
Career/technology students in co-curricular organizations	19.6%	Up from 19.2%	2.0%	3.2%
Enrollment in career/technology center courses	810	Up from 757	335	433
Students participating in worked-based experiences	61.6%	Down from 64.6%	22.0%	26.3%
Career/technology students mastering core competencies	76.6%	Up from 75.7%	75.5%	74.9%
Career/technology completers placed	99.3%	No change	99.7%	99.5%

Teachers (n= 70)

Teachers with advanced degrees	41.4%	Down from 44.8%	44.1%	51.7%
Continuing contract teachers	80.0%	Up from 77.6%	79.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.2%	Up from 84.9%	82.8%	85.1%
Teacher attendance rate	97.0%	Down from 97.5%	95.0%	95.8%
Average teacher salary	\$38,910	Up 3.1%	\$38,910	\$40,303
Prof. development days/teacher	12.1 days	Down from 14.3 days	12.2 days	10.3 days

School

Principal's years at school	7.0	Up from 5.5	2.0	3.0
Student-teacher ratio	26.9 to 1	Down from 27.6 to 1	24.0 to 1	26.2 to 1
Prime instructional time	92.2%	Down from 93.1%	88.6%	90.1%
Dollars spent per pupil*	\$7,224	Up 0.7%	\$6,891	\$6,279
Percent spent on teacher salaries*	62.0%	Up from 57.7%	55.2%	57.8%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	58.6%	Down from 99.0%	85.6%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Garrett Academy of Technology has responded to the community's request to provide a quality career technology and college preparatory education for students of Charleston County. This magnet school serves 800 young people of all backgrounds ranging from the quaint fishing village of McClellanville to historic, downtown Charleston, to rural Johns Island and Wadmalaw Island.

Garrett offers 14 advanced courses in the departments of English, mathematics, science and social sciences. Approximately 70 percent of the students are expected to continue their educations at two or four year colleges or universities. The military and the work force are also options for additional educational experience.

Garrett Academy takes pride in its three career technology clusters: Construction, Manufacturing and Transportation and Services. These clusters offer nineteen different, three-year majors from which students may choose. Some choices are: pre-engineering, drafting, electricity, welding, auto body, cosmetology, culinary arts, auto mechanics, graphic communications and hospitality and tourism.

At Garrett Academy of Technology we are preparing to meet the challenge of assisting our students to be academically successful in the following ways: After School Tutorial Program in core courses, Essentials of Math and English Courses offered in addition to required courses for students falling below standard, Bridging the Gap Program for rising 9th graders to plan, with parents, a course of study early, Gear Up Program for rising 9th graders who have been identified with the greatest deficiencies before 9th grade begins, A Team (Advisory Team) assignments for every student in grades 9 - 12 where students are assigned a mentor in small groups of 7 - 10 for weekly follow ups and an ILP (Individual Learning Plan) development for every student. Strategies like these have proven to be successful in raising students' scores.

Gordon H. Garrett Academy of Technology is proud to have an active PTSA, School Improvement Council, 18 Career Technology Advisory Committees for a link to business and industry, 32 clubs that meet monthly with 90% student participation, a full athletic program and a faculty and staff that cares about its students.

Patricia A. Edwards, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	75	142	105
Percent satisfied with learning environment	75.3%	50.7%	72.5%
Percent satisfied with social and physical environment	88.7%	61.9%	51.0%
Percent satisfied with home-school relations	67.6%	63.0%	72.3%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.